

The Effect of Practical Field Experience (PFE) on Interest in Becoming a Teacher of Islamic Education Department Students at a Private University in Yogyakarta, Indonesia

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ABSTRACT

Teachers play a crucial role in shaping the quality of the younger generation through their educational responsibilities, which include guiding, educating, training, teaching students, assessing, and evaluating across various educational levels. The quality of teachers greatly impacts the development of quality human resources, which is achieved by fulfilling four key competencies: pedagogical, personal, social, and professional, all of which are essential for teacher readiness. This study examines the effect of Practical Field Experience (PFE) readiness on the interest in becoming a teacher among students majoring in Islamic Education (IE). A causal quantitative approach was used in this research, employing a descriptive survey method with a population of 116 students and a sample of 89. The causal quantitative approach was used to explore the cause-and-effect relationships between variables. The research utilized nonprobability sampling with purposive sampling techniques, meaning the sample was not selected randomly. Data analysis involved descriptive statistics, normality tests, classical assumption tests, simple linear regression analysis, and the R-Square test. The findings indicate that readiness for PFE significantly influences students' interest in becoming teachers, as evidenced by data from IE Study Program students, with an R-Square value of 73.5%. However, other factors influencing this interest were not identified in this study.

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INTRODUCTION

Education is an individual's or a group's effort to develop human thinking through guidance, teaching, and training (KBBI, 2021). Education is important in preparing the younger generation to face various challenges. The Indonesian government has launched various programs to strengthen the national education system, which relies heavily on the role of teachers. Based on Law No. 14 of 2005, teachers are a key element in education and have a major role in national development (Alifia & Hardini, 2022). Teachers play an important role in shaping the quality of the younger generation through their educational tasks. Educators provide knowledge, and the old view considers teachers only as teachers, without considering their role as educators and trainers (Suprihatiningrum, 2016). The main tasks of a teacher include educating, guiding, training, teaching, assessing, and evaluating students from elementary to secondary education levels. The quality of a teacher has a major impact on the formation of quality human resources (Alifia & Hardini, 2022). According to Usman, the duties of a teacher include responsibilities inside and outside educational institutions as a form of devotion. The duties of teachers are divided into three categories (Usman, 1992): first, professional duties, including educating, teaching, and training; second, humanitarian duties in the school environment as a second parent figure; and third, duties in society, where teachers are respected for their role in conveying knowledge. Therefore, teachers are an important element in the educational structure and are the main foundation supporting the education system's smooth running.

The Islamic Education Department (IE) aims to develop prospective Islamic religious educators to become professional, competent, and have a noble character. Graduates of this program will receive an S.Pd degree and be prepared to teach at various levels of education, from elementary school to college. The quality of teachers greatly influences the quality of human resources; quality teachers will produce quality graduates (Ulin & Oktarina, 2014). Syaiful Bahri Djamarah stated that teachers have the authority and responsibility to guide and direct students, both individually and in groups, both inside and outside the school environment (Djamarah, 2000). To become a teacher, four aspects of competence are required: pedagogical, personality, social, and professional competence (Fajar, 2022). PFE students are expected to be able to combine these four competencies optimally as preparation to become effective teachers.

Although ideally, students in education programs, particularly the Department of Islamic Education, are prepared to become professional teachers through four basic competencies and a Field Experience Practice (PFE) program, not all students demonstrate optimal readiness or strong interest in becoming teachers after participating in PFE. It indicates a gap between the ideal goals of prospective teacher education and the reality in the field. Therefore, examining the extent to which PFE readiness influences students' interest in becoming teachers is necessary.

Dalyono stated that readiness involves adequate physical and mental abilities. Physical readiness includes sufficient energy and good mental health, while mental readiness includes sufficient interest and motivation to carry out an activity (Dalyono, 2015). Dimiyati explained that readiness is an individual's ability to face situations involving movement or a series of movements, including a person's physical and spiritual aspects (Dimiyati & Mudjiono, 2006). Readiness to become a teacher or educator can be assessed from the ability of students to carry out teacher duties and their understanding of the required competencies. Four important aspects of competence for a teacher include pedagogical, personality, social, and professional competence (Fajar, 2022).

According to the Great Dictionary of the Indonesian Language, practice is the real application of the theory that has been learned. Meanwhile, Komaruddin defines practice as a way to concretely apply what has been explained in theory (Komarudin & Komarudin, 2016). From these two definitions, it can be seen that practice is the realization of theory in actual situations or conditions. According to Hamalik, the Field Experience Program (PFE) is a series of activities designed for LPTK students, including teaching training and activities outside of teaching. This program aims to develop and strengthen the professional skills needed by teachers or education personnel, focusing on forming the personality of prospective educators with the appropriate knowledge, skills, values, attitudes, and behavior. Students are expected to be able to apply this knowledge and these skills effectively in the educational process, both inside and outside of school (Hamalik, 2004).

Slameto stated that readiness is a person's overall condition that enables an individual to provide a certain response or answer to a situation (Slameto, 2003). Indicators of readiness to become a teacher are related to the competencies that must be possessed by teachers and prospective teachers, as regulated in Government Regulation of the Republic of Indonesia Number 74 of 2008 concerning Teachers. Article 3 states that four basic competencies must be possessed by a teacher (Direktorat Jenderal Penataan Ruang Departemen Pekerjaan Umum, 2008). Aspects and indicators of readiness for field experience practice are as follows: Pedagogical Competence is the pedagogical ability that includes the management of the learning process. The indicator is the ability to design and implement learning. Personality Competence includes personal qualities that show that prospective teachers have good personalities and can be role models for students, with indicators such as acting according to religious norms and being an example for students and the community. Professional Competence is related to mastery of broad and deep learning materials, with indicators including mastery of subject matter and teaching methods. In addition, professional competence includes communication and interaction skills, with indicators of the ability to communicate and socialize well.

Based on previous research conducted by Ni'mah, students could expand their knowledge and gather information about the teaching profession through various activities,

including attending educational seminars, becoming a tutor in tutoring, compiling and carrying out tasks related to the teaching profession independently, and designing their learning plans to improve understanding in the chosen field of study (Ulin & Oktarina, 2014).

Interest plays an important role for individuals in carrying out activities well. As a psychological aspect, interest influences a person's behavior and encourages students to participate in various activities actively. Interest creates deep attention and encourages individuals to voluntarily engage in certain activities, which is important for their development and achievement because it is a psychological factor with a significant impact (Fajar, 2022). According to Slameto, interest is a natural liking and attachment to something or an activity without any coercion from other parties, which reflects the relationship between the individual and the external environment. The stronger this relationship, the greater the interest that arises (Slameto, 2003). Dalyono stated that a person's interest arises due to the influence of interesting external and internal factors within the heart (Dalyono, 2015). Interest is a motivation that influences someone to take action or choose a career. Strong interest will result in high motivation and happiness in carrying out the work of interest (Ulin & Oktarina, 2014). Djaali explained that "interest is a feeling of preference and interest in certain activities or things that arise naturally, without external pressure" (Djaali, 2007). Interest is a psychological factor crucial for a person's progress and success (Herpratiwi & Tohir, 2022). According to Arlianty, interest encourages someone to be actively involved and concentrate on things or objects they like (Arlianty, 2017). Someone interested in a job tends to perform better than those with little or no interest in the job. (Nasrullah et al., 2018). Interest in the teaching profession is a person's tendency to pay attention and develop a liking for teaching work, which then encourages them to choose this profession (Yuniasari & Djazari, 2017)

Based on the views described, interest can be concluded as a person's tendency and attraction to an object that produces deep attention and encourages active involvement. Interest does not just appear through a certain process and develops when there is harmony between the individual and the object of interest. Desire, skills, and talents play an important role in determining how much interest a person has. For example, interest in becoming a teacher develops from a deep desire and attention to the profession, motivating a person to choose it. Yusman and Ashar stated that the development of interest is influenced by internal factors (from within oneself) and external factors (from the environment) (Yusman & Ashar, 2019). In general, interest arises from internal and external processes that encourage a person to focus on a particular object, motivate action, and support achieving goals.

According to Hurlock, interest consists of cognitive and affective aspects (Hurlock, 1980). The cognitive aspect of interest arises from personal experience and environmental knowledge, such as home, school, community, and mass media. Meanwhile, the affective aspect plays a role in strengthening this cognitive aspect. There are three indicators of

interest in becoming a teacher: Cognition (knowing) includes the knowledge and information individuals have about the teaching profession, which influences their interest (Membiela et al., 2025). The indicator is knowledge about the teaching profession. Emotion (feeling) involves feelings that arise when someone is involved in or experiences something, usually feelings of pleasure (Membiela et al., 2025). Interest in the teaching profession is influenced by understanding and accurate information, which leads to feelings of pleasure and interest. Conation (will) involves strong desires and drives arising from a combination of cognition and emotion, manifested in real actions (Tošić Radev & Pešikan, 2017). The indicators are the desire to become a teacher and the belief and effort to pursue the profession.

Based on this view, the indicators of interest in becoming a teacher consist of several factors. First, the cognitive aspect (knowing), where someone interested in a field will seek knowledge and information related to this context, the object of interest is the teaching profession. Second, the emotional aspect (feelings), which includes interest and pleasure after being introduced to the teaching profession, is indicated by active participation and increased attention to the field. Finally, the conation aspect (will), as a continuation of the two previous aspects, reflects the passion, desire, effort, and belief in choosing and undergoing the profession as a teacher.

Although several previous studies have examined the relationship between teacher readiness and interest in the teaching profession, this study offers several novel aspects. First, the study by Li (2023) investigated the relationship between teaching readiness and interest in becoming a teacher using product-moment correlation. Still, it differed from this study in terms of the study location. Second, Levi explored the influence of interest, family environment, and field practice on teaching readiness. At the same time, this study focuses specifically on the influence of Practical Field Experience (PFE) readiness on interest in becoming a teacher—thereby reversing the direction of influence and offering a different theoretical perspective. Third, Topkaya examined how interest in the teaching profession, internal locus of control, the role of mentor teachers, and learning achievement simultaneously influence readiness, while the current study isolated PFE readiness as a predictor variable (Topkaya, 2016). Fourth, Brata (2020) examined the relationship between learning readiness and physics learning outcomes; thus, its focus and field of study fundamentally differ from this study. Fifth, Phan (2021) examined the impact of the Professional Training Program in the context of various disciplines and institutions.

Therefore, this study contributes to the literature by offering a unique methodological approach using a simple linear regression model to examine the direct influence of PFE readiness—measured through validated indicators of pedagogical, personal, social, and professional competencies, on students' interest in becoming teachers. Conducted among

Islamic Religious Education (IE) students at a private university in Yogyakarta, this study provides context-specific insights that have not been widely explored in previous research.

This study aims to determine the readiness of field experience practice (PFE) and its influence on the interest in becoming a teacher among students of the Islamic Religious Education Study Program class 2020 at a private university in Yogyakarta. In addition, this study also aims to determine the level of interest in becoming a teacher among these students and to assess whether PFE readiness affects their interest in becoming a teacher.

RESEARCH METHOD

This study tests the established hypothesis to see the influence of independent and dependent variables (Sekaran, 2006).

Research design

Research design is a concept of planning and systematic arrangement of an investigation to help researchers get answers to the research questions (Khairinal, 2016). This study used statistical methods to identify and explain the influence of independent variables on dependent variables based on events that have occurred, and analyze them for interpretation. This study focuses on the influence of PFE readiness on the interest in becoming a teacher in IE Study Program students of the 2020 batch at a private university in Yogyakarta.

According to Kerlinger in Sugiyono (Sugiyono, 2020), research variables are concepts or characteristics that are the focus of the study. Kaerlinger added that variables are attributes that can be identified based on different values, so the variable varies.

Research variables

There are two variables in this study, (Sugiyono, 2020); independent variable (X) is a variable that influences or causes changes or the dependent variable (bound), and is usually symbolized by the letter X in this study, the independent variable is PFE Readiness, the dependent variable (Y) is a variable that is influenced or that is the result, because of the existence of the independent variable symbolized by the letter Y. The dependent variable in this study is Interest in Becoming a Teacher.

Population and Sample

The population in this study refers to all students of the Islamic Education Department (IE) of a Private University in Yogyakarta, who have participated in Field Experience Practice (PFE) in the odd semester of the 2023/2024 academic year, totaling 116 people, consisting of 52 male students and 64 female students. The sample was taken from this population using a non-probability sampling technique with a purposive sampling approach, non-random sample selection based on certain criteria relevant to the research objectives. The sample criteria include: (1) active IE students Class of 2020 and (2) have participated in PFE. This technique was chosen because it considers the limitations of time, costs, and resources. The number of samples was calculated using the Isaac and Michael

formula for a population of 116 people, with a 5% error rate, resulting in a sample of 89 students. The calculation used a Chi-Square value of 3.841, with a correct probability (P) of 0.5 and an incorrect probability (Q) of 0.5. Thus, the sample used in this study has met the representative requirements for further analysis.

Research instruments

The research instrument tool uses a questionnaire, a checklist with a rating scale, that aims to simplify and measure the behavior and attitudes of respondents. The questionnaire was created online via the Google Form platform and distributed to respondents who met the criteria set by the researcher to obtain accurate data. This study uses a Likert scale, an ordinal scale that describes the variables to be measured into several indicators. These indicators are the basis for compiling instrument items as statements or questions (Sugiyono, 2020).

The first instrument test in this study includes validity and reliability tests. For variable X (PFE readiness), using Slameto's theory defines readiness as a person's overall condition that allows them to provide certain responses or answers in certain situations (Slameto, 2003). There are 4 aspects and indicators of readiness for field experience practice: Pedagogical Competence is the pedagogical ability that includes aspects of understanding in managing the learning process, and the indicator is being able to design learning. Personality Competence is the ability to include aspects of a person's quality, showing that a prospective teacher has a good personality and can be a role model for students. The indicators are under religious norms, and are a role model for students or the community. Professional Competence is a professional ability that includes broad and deep mastery of learning materials. The indicator is the ability to master learning materials widely and master scientific methods. Social Competence is a social ability that includes aspects of communication skills. The indicator is being able to communicate and socialize effectively with students.

The validity test results for variable X (practice readiness for field experience) showed that all 32 items were declared valid because the calculated r value was greater than the r table (0.312). The reliability test also showed that variable X was reliable, with a Cronbach's Alpha value exceeding 0.6. Therefore, all research instruments were considered valid and reliable.

Then, in the Y variable (interest in becoming a teacher), this study used Hurlock's theory, stating that interest consists of cognitive and affective aspects. The cognitive aspect of interest comes from personal experience and knowledge from the surrounding environment, such as home, school, community, and mass media—the affective aspect functions to strengthen the cognitive aspect. Ali also added that there are three indicators of interest in becoming a teacher (Nalipay et al., 2023). Interest consists of three main aspects: cognition, emotion, and conation. The cognitive aspect relates to a person's

knowledge and information about an object, such as the teaching profession. The emotional aspect involves positive feelings, such as pleasure and interest in the profession. The conation aspect is the drive or desire that arises from the combination of this knowledge and feelings, which is manifested in the form of desire, belief, and effort to carry out the profession as a teacher.

The results of the validity and reliability tests for variable X indicate that all 16 items regarding field experience practices are valid. The reliability test also shows that each variable's Cronbach's Alpha value exceeds 0.6. Thus, all of these research instruments are considered reliable.

This study used several instrument tests, including expert assessment, readability, validity, and reliability. In addition, descriptive analysis, normality tests, and classical assumption tests are carried out, including linearity tests and heteroscedasticity tests. Finally, this study also involves hypothesis testing, including simple linear regression analysis and determinant coefficient (R^2) tests.

Data analysis

The data analysis technique in this study used the regression analysis technique. A simple regression model was used to determine the relationship between one dependent variable and one independent variable, where the simple linear regression model must meet several prerequisites, including normally distributed data, independent and dependent variables with a linear relationship. There are no signs of autocorrelation or heteroscedasticity. Then the hypothesis test is used to determine whether there is a significant influence of the readiness of field experience practice on the interest in becoming a teacher in IE study program students of Class of 2020 at a private university in Yogyakarta.

RESULTS AND DISCUSSION

The study was conducted at a private university in Yogyakarta on the effect of readiness for field experience practice on the interest in becoming a teacher among IE study program students of the 2020 intake. A total of 89 respondents filled out 48 questionnaire items consisting of 32 statements regarding the variable of readiness for field experience practice and 16 statements regarding the variable of interest in becoming a teacher.

Readiness for Field Experience Practice (PFE) for Islamic Religious Education Study Program Students, Class of 2020

Table 1. Distribution of Field Experience Practice Readiness Variable Categorization

Score	Frequency	%	Category
1. $X < M - 1SD$ $X < 112.63 - 13.209$ $X < 99.421$	23	25.8%	Low
2. $M - 1SD < X < M + 1SD$ $112.63 - 13.209 < X < 112.63 + 13.209$ $99,421 < X < 125,839$	49	55.1%	Currently
3. $M + 1SD < X$ $112.63 + 13.209 < X$ $125,839 < X$	17	19.1%	Tall
TOTAL	89	100%	

Source: Author

The descriptive analysis results can be seen in Table 1 of the distribution results of the PFEPL Readiness variable category, with 89 respondents getting low, medium, and high results. The PFEPL Readiness Level of Islamic Religious Education Students Class of 2020 obtained low results of 25.8% or 23 students, the medium category of 55.1% or 49 students, and the high category of 19.1% or as many as 17 students. It can be concluded from the category distribution table that the Readiness for Field Experience Practice (PFEPL) for students of the Islamic Religious Education study program, Class of 2020, obtained the highest results in the categorization distribution, with a medium value of 55.1% or as many as 49 students.

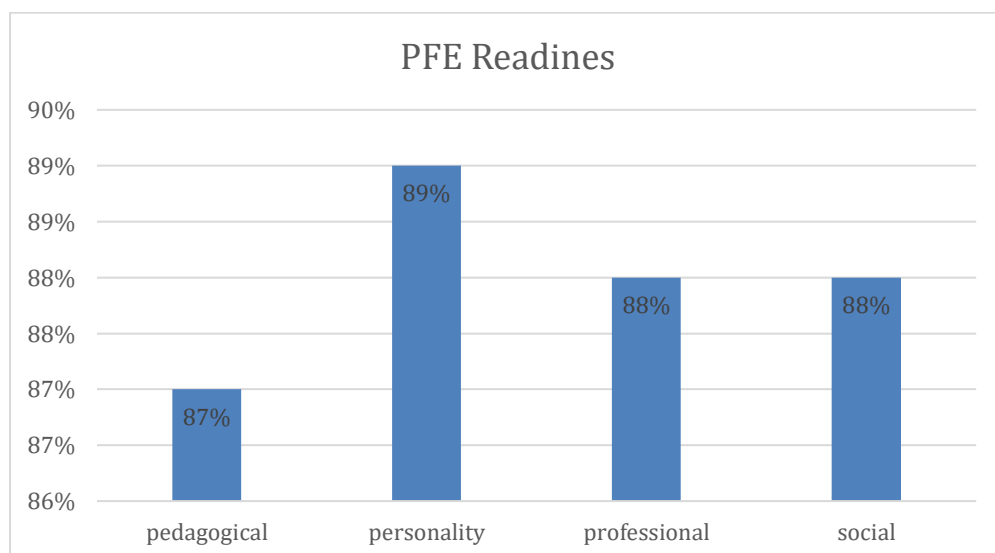


Figure 1. Percentage of Field Experience Practice Readiness Variables

Source: Author

Figure 1 shows that the level of readiness for Field Experience Practice (PFEPL) for Islamic Religious Education students of the 2020 Class in the pedagogical aspect is 87%, in the personality aspect is 89%, in the professional aspect is 88%, and in the social aspect is 88%. It can be concluded from the presentation table that the Readiness for Field Experience Practice (PFEPL) towards the interest in becoming a teacher for students of the 2020 Class of Islamic Religious Education study program, which has the highest percentage, is the personality aspect at 89%.

Table 2. Interest in becoming a teacher

Score	Frequency	%	Category
1. $X < M - 1SD$ $X < 54.53 - 7.441$ $X < 47.089$	20	22.5%	Low
2. $M - 1SD < X < M + 1SD$ $1SD$ $54.53 - 7.441 < X <$ $54.53 + 7.441$ $47,089 < X < 61.971$	54	60.7%	Currently
3. $M + 1SD < X$ $54.53 + 7.441 < X$ $61,971 < X$	15	16.9%	Tall
TOTAL	89	100%	

Source: Author

The descriptive analysis results can be seen in the distribution Table 2 of the PFEPL Readiness variable categories, with 89 respondents getting low, medium, and high results. The PFEPL Readiness Level of Islamic Religious Education Students Class of 2020 obtained low, medium, and high results. The PFEPL Readiness Level of Islamic Religious Education Students Class of 2020 obtained low results of 22.5% or 20 students, the medium category of 60.7% or 54 students, and the high category of 16.9% or 15 students. It can be concluded from the category distribution table that the interest in becoming a teacher among Islamic Religious Education students Class of 2020 is moderate, with a result of 60.7% (54 students).

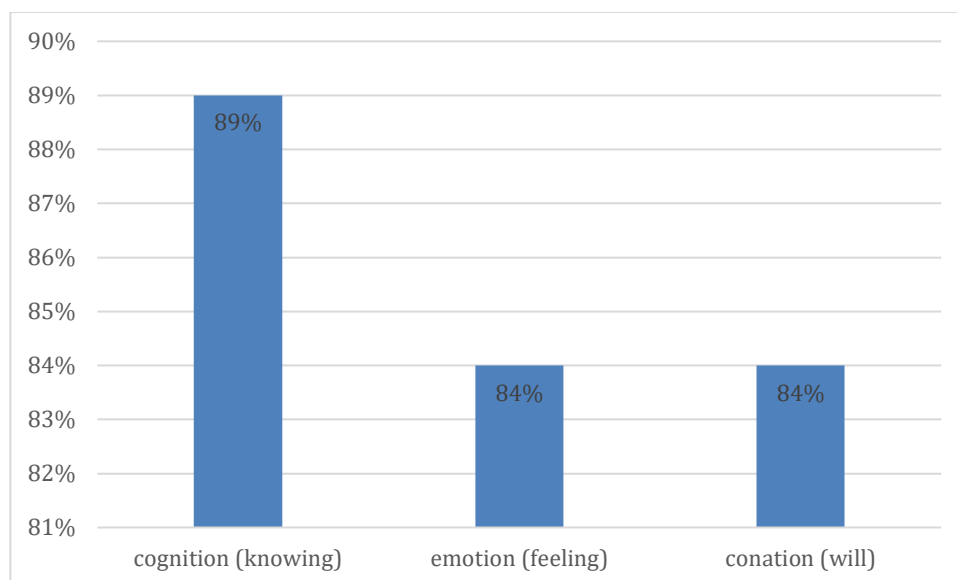


Figure 2. Percentage of Variable Interest in Becoming a Teacher

Based on Figure 2, the percentage of interest in becoming a teacher has a percentage value that is not too far apart. In the cognitive aspect (knowing), there is a percentage of 89%, in the emotional aspect (feelings), there is a percentage of 84%, and in the conation aspect (will), there is a percentage of 84%. It can be concluded from the percentage table that the aspect of interest that has the highest percentage is the cognitive aspect (knowing) 89% in the 2020 Islamic Religious Education Study Program Students.

Fajar explained that interest is a person's attraction to something (Nalipay et al., 2023). Interest consists of three elements: cognition (knowledge), emotion (feeling), and conation (will). The cognitive element arises from knowledge and information about the object of interest, while the emotional element relates to feelings arising from experience or participation in the object. Conation, as a continuation of cognition and emotion, is reflected in the desire and motivation for the object of interest. These three elements underlie the development of instruments for data analysis (Fajar, 2022).

Readiness for Field Experience Practice (PFE) for Islamic Religious Education Study Program Students, Class of 2020

The descriptive analysis results can be seen in the distribution table of the PFE Readiness variable categories, with 89 respondents getting low, medium, and high results. The PFE Readiness Level for Islamic Religious Education Students of the 2020 Class obtained low results of 25.8% or 23 students, the medium category of 55.1% or 49 students, and the high category of 19.1% or 17 students. It can be concluded from the category distribution table that the Readiness for Field Experience Practice (PFE) for Islamic Religious Education study program students of the 2020 Class obtained the highest results in the categorization distribution, with a moderate value of 55.1% or 49 students.

In the presentation image, it can be seen that the level of readiness for Field Experience Practice (PFE) for Islamic Religious Education students of the 2020 Class in the pedagogical aspect is 87%, in the personality aspect is 89%, in the professional aspect is 88%, and in the social aspect is 88%. It can be concluded from the presentation table that the Readiness for Field Experience Practice (PFE) towards the interest in becoming a teacher for students of the 2020 Class of Islamic Religious Education study program, which has the highest percentage, is the personality aspect at 89%.

This study's results align with a study by Aminullah and Santosa, stating that students' readiness to become teachers can be assessed based on their mastery of four main competencies: pedagogical, personality, social, and professional. Aminullah explained that pedagogical competence involves the ability and desire to consistently apply attitudes, knowledge, and skills to support student learning effectively. Personality competence involves demonstrating strong, stable, mature, wise, and authoritative traits, so they can be role models for students and have good morals. Meanwhile, professional competence relates to in-depth mastery of subject matter, which allows teachers to help students achieve competency standards following the National Education Standards. In addition, an educator must also have effective communication and interaction skills with students, fellow educators, education personnel, parents/guardians of students, and the surrounding community as part of their role (Aminullah & Santosa, 2018).

Interest in becoming a teacher among Islamic Religious Education students, Class of 2020. The descriptive analysis shows the distribution table of the PFE Readiness variable categories, with 89 respondents getting low, medium, and high results. The PFE Readiness Level of Islamic Religious Education Students Class of 2020 obtained low, medium, and high results. The PFE Readiness Level of Islamic Religious Education Students Class of 2020 obtained low results of 22.5% or 20 students, the medium category of 60.7% or 54 students, and the high category of 16.9% or 15 students. It can be concluded from the category distribution table that the interest in becoming a teacher among Islamic Religious Education students Class of 2020 is moderate, with a result of 60.7% (54 students).

Based on the image, the percentage of interest in becoming a teacher has a percentage value that is not too far apart. In the cognitive aspect (knowing), there is a percentage of 89%, in the emotional aspect (feelings), there is a percentage of 84%, and in the conation aspect (will), there is a percentage of 84%. It can be concluded from the percentage table that the aspect of interest that has the highest percentage is the cognitive aspect (knowing) 89% in the Islamic Religious Education Study Program Students Class of 2020.

Fajar stated that interest is an individual's interest in something (Nalipay et al., 2023). Interest consists of three elements: cognition (knowledge), emotion (feeling), and conation (will). The element of cognition arises because interest begins with knowledge and information about the object of interest. Emotion indicates interest because participation or experience always involves certain feelings. Conation, which is will, is the result of a combination of cognition and emotion, which is manifested in the form of desire or intention towards a field

or object that attracts attention. These elements are the basis for the instruments used in data analysis (Fajar, 2022). Is There an Influence of Field Experience Practice (PFE) Readiness on the Interest in Becoming a Teacher among IE Study Program Students of the 2020 Class at a Private University in Yogyakarta?

Based on the correlation coefficient, the R-Square (R^2) value of 0.735 indicates a strong relationship. The readiness of field experience practice (PFE) is significantly related to the interest in becoming a teacher. With an R^2 value of 73.5%, it can be concluded that there is a significant influence between the readiness of PFE and the interest in becoming a teacher in the IE study program students of the 2020 batch at a private university in Yogyakarta. The readiness of PFE can explain 73.5% of the interest in becoming a teacher, while 26.5% is influenced by other factors not discussed in this study.

According to Albert Bandura, as explained in the book written by Ahmad, most human behavior is learned observationally through the modeling process by watching the actions of others. New concepts then emerge as the way that is considered correct to act. In Bandura's theory, individuals can learn new behaviors by observing others, especially if they see the person as a model to emulate. Social Learning Theory (*Social Learning Theory*) emphasizes that learning occurs in a social context through observation, imitation, and modeling." (Ahmad, 2018).

John W. Santrock in his book "*Life Span Development*" discussing Social Learning Theory (*Social Learning Theory*) by emphasizing the main concepts introduced by Albert Bandura. Santrock outlines this theory in the context of general human development. Many of these principles can be applied to various educational situations, including readiness for field experience practice towards interest in becoming a teacher, namely by observational learning (*observational learning*), where learning occurs through observation and imitation of behavior. Others. Santrock emphasizes that individuals can learn a lot without having to experience it directly, just by observing others in the context of field experience practice. Prospective teachers observe more experienced teachers and learn from how they teach, manage the classroom, and interact with students. Modeling: Individuals tend to imitate the observed behavior of models considered appropriate and successful in field practice. Prospective teachers imitate the teaching techniques and strategies used by experienced teachers they consider models. Reinforcement and punishment, reinforcement (positive or negative), can influence whether observed behavior will be repeated or not. Santrock explains that positive reinforcement, such as praise and rewards, can increase the likelihood of repeated behavior, while punishment can reduce unwanted behavior. In practice, positive feedback from mentors or mentor teachers can strengthen prospective teachers' interest and confidence in becoming teachers. Self-efficacy is an individual's belief in their ability to achieve goals or complete certain tasks. Santrock highlights that high self-efficacy can increase individual motivation and performance in field practice, and successful teaching experiences can increase the self-efficacy

of prospective teachers, which can then increase their interest in becoming teachers (Santrock, 2010).

The findings of this study are consistent with the study conducted by Mugiasih, Sudarsana, and Alit. Their study showed an influence of Teaching Readiness and Field Experience Practice on Interest in Becoming a Teacher, as evidenced by the F count of 263.489 and a significant value of 0.000 ($0.000 < 0.05$), as well as a correlation coefficient (R) of 0.958 and a determination coefficient (R^2) of 0.918. Teaching Readiness (X1) and Field Experience Practice (X2) affect Interest in Becoming a Teacher (Y) by 91.8%. In comparison, 8.2% is influenced by other variables not examined in this study (Mugiasih et al., 2018).

Based on the research and opinions, it can be concluded that there is a positive and significant influence between the readiness of Field Experience Practice (PFE) and the interest in becoming a teacher. Therefore, the Readiness of Field Experience Practice (PFE) has an important role in increasing the interest in becoming a teacher.

PFE readiness and interest in becoming a teacher are mostly in the moderate category. It reflects ongoing deficiencies in student preparation, particularly in professional and social aspects, which have not yet reached optimal levels. Furthermore, PFE likely does not fully provide reflective experiences and foster confidence in the teaching profession. The lack of intensive guidance and limitations in implementing innovative learning methods can weaken student interest. Therefore, mentoring and strengthening field practice improvements are needed so that PFE truly develops prospective teachers' interest and professional readiness.

CONCLUSION

Based on research and analysis of the influence of Field Experience Practice (PFE) readiness on the interest in becoming a teacher among students of the Islamic Religious Education (IE) Study Program Class of 2020 at a private university in Yogyakarta, the level of PFE student readiness is in the moderate category, with personality aspects occupying the highest percentage. Similarly, interest in becoming a teacher is also classified as moderate, with cognitive aspects as the most dominant component. The regression analysis showed that PFE readiness positively and significantly influences interest in becoming a teacher, as indicated by the R-Square (R^2) value of 73.5%. PFE readiness significantly contributes to the growth of student interest in pursuing the teaching profession. However, these findings also showed aspects in PFE readiness and implementation, as well as internal and external factors that influence interest in becoming a teacher, that need to be improved. Therefore, a comprehensive evaluation is needed to determine the shortcomings in PFE implementation and strategies for growing student professional interest.

The results of this evaluation can serve as a basis for improvements through intensive mentoring, strengthening the design of more applicable and reflective PFE programs, and fostering motivation to foster students' confidence and readiness to undertake the teaching profession. As prospective educators, students are expected to understand professional

teachers' characteristics, master pedagogical knowledge comprehensively, and prepare themselves thoroughly to contribute to the world of education. Meanwhile, future researchers are advised to use subjects with different characteristics and consider other variables that influence readiness and interest in becoming teachers, so that future research results will further enrich the scientific body of knowledge in the teaching profession.

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